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ABSTRACT

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 16 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the field of commercial art. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) professional behavior; (2) safety procedures; (3) basic laboratory skills; (4) business forms; (5) basic drawing skills; (6) media exposure; (7) design; (8) hand lettering; (9) layouts; (10) production; (11) computer art; (12) screen printing; (13) specialized functions; (14) photography; (15) self-marketing; and (16) employability skills. (KC)

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OCAP

OHIO'S COMPETENCY ANALYSIS PROFILE

COMMERCIAL ART

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CE 057 524

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Ohio Department of Education

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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in FY93). Advancing items (marked with one asterisk) are needed to advance in a given occupation. Futuring items (marked with two asterisks) are needed to enter and remain in a given occupation three to four years from now.

Districts may add as many units, subunits, competencies, and competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their courses of study and monitor competency gains via the new competency testing program.

The **Employability Skills** portion of this list was verified by the following employer panel:

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OHIO COMPETENCY ANALYSIS PROFILE

COMMERCIAL ART

UNIT 1: Professional Behavior

COMPETENCY 1.0.1: Demonstrate good work conduct

COMPETENCY BUILDERS:

1.0.1.1 Respect rights and property of others
1.0.1.2 Exhibit professional actions
1.0.1.3 Follow established conduct rules
1.0.1.4 Practice punctuality and good attendance

COMPETENCY 1.0.2: Practice leadership qualities

COMPETENCY BUILDERS:

1.0.2.1 Participate in professional activities
1.0.2.2 Complete assigned work

COMPETENCY 1.0.3: Dress according to established code

COMPETENCY BUILDERS:

1.0.3.1 Practice good grooming habits
1.0.3.2 Dress appropriately

COMPETENCY 1.0.4: Demonstrate interaction skills

COMPETENCY BUILDERS:

1.0.4.1 Communicate effectively with peers
1.0.4.2 Communicate effectively with supervisors

COMPETENCY 1.0.5: Complete assignments within deadlines

COMPETENCY BUILDERS:

1.0.5.1 Practice effective time management
1.0.5.2 Maintain progress chart for assignments

* Advancing
** Futuring

COMPETENCY 1.0.6: Explore career opportunities

COMPETENCY BUILDERS:

1.0.6.1 Interview practitioners
1.0.6.2 Tour local facilities
1.0.6.3 Discuss opportunities with guest speakers
1.0.6.4 Research trade magazines and/or newspapers
1.0.6.5 Maintain file of relevant articles
1.0.6.6 Demonstrate mastery of terminology, vocabulary, and jargon of commercial art field

UNIT 2: Safety Procedures

COMPETENCY 2.0.1: Practice lab safety

COMPETENCY BUILDERS:

2.0.1.1 Clean and maintain facility and equipment
2.0.1.2 Recognize health and safety hazards

COMPETENCY 2.0.2: React to fire hazards and/or emergencies

COMPETENCY BUILDERS:

2.0.2.1 Identify and label flammable materials
2.0.2.2 Locate all fire exits
2.0.2.3 Operate fire extinguishers

COMPETENCY 2.0.3: Handle chemicals carefully

COMPETENCY BUILDERS:

2.0.3.1 Store materials in safety containers
2.0.3.2 Dispose of all chemical waste
2.0.3.3 Practice manufacturer's recommendations
2.0.3.4 Use toxic materials in well-ventilated areas

COMPETENCY 2.0.4: Handle cutting tools carefully

COMPETENCY BUILDERS:

2.0.4.1 Discard disposable blades in approved containers
2.0.4.2 Use proper and safe cutting techniques
2.0.4.3 Cut on appropriate surfaces

* Advancing
** Futuring

COMPETENCY 2.0.5: Wear personal safety apparel

COMPETENCY BUILDERS:

2.0.5.1 Wear eye and/or face protection when appropriate
2.0.5.2 Wear gloves or aprons when appropriate
2.0.5.3 Wear face masks and/or respirators when appropriate

UNIT 3: Basic Lab Skills

COMPETENCY 3.0.1: Use measuring devices

COMPETENCY BUILDERS:

3.0.1.1 Measure with a ruler line lengths in units of 32nds, 16ths, 8ths, 4ths, and halves
3.0.1.2 Measure with a pica scale in units of points and picas
3.0.1.3 Apply triangulation process for equal space division of an unequal line
3.0.1.4 Measure with a metric ruler in units of millimeters and meters
3.0.1.5 Measure line lengths with an architect's scale
3.0.1.6 Measure and divide with compass and dividers
3.0.1.7 Calibrate reductions and enlargements using a proportion scale

COMPETENCY 3.0.2: Use and maintain drawing instruments

COMPETENCY BUILDERS:

3.0.2.1 Sharpen pencils with electric or manual sharpener
3.0.2.2 Remove wood with x-acto knife
3.0.2.3 Point pencil lead into a chisel or round shape with sandpaper block
3.0.2.4 Identify range and use of various pencil leads
3.0.2.5 Care for and use mechanical pencils
3.0.2.6 Use and maintain technical pens
3.0.2.7 Use and maintain ruling pens using inks and points
3.0.2.8 Use and maintain quill pens
3.0.2.9 Use and clean brushes
3.0.2.10 Use and maintain air brush

* Advancing
** Futuring

COMPETENCY 3.0.3: Practice mechanical drawing skills

COMPETENCY BUILDERS:

3.0.3.1 Draw parallel lines with a straight edge or T-square using pencil, ink, and paint
3.0.3.2 Draw parallel vertical and angular lines with triangles and straight edge or T-square using pencil, ink, and paint
3.0.3.3 Draw circles with a compass using pencil, ink, and paint
3.0.3.4 Draw lines and shapes with guide and templates using pencils and ink

COMPETENCY 3.0.4: Use and maintain cutting instruments

COMPETENCY BUILDERS:

3.0.4.1 Score stock with various knives
3.0.4.2 Cut stock with various knives
3.0.4.3 Use and maintain paper cutter safely
3.0.4.4 Measure and cut mat

COMPETENCY 3.0.5: Adhere and bond various media

COMPETENCY BUILDERS:

3.0.5.1 Adhere wet and dry mounting using rubber cement
3.0.5.2 Adhere using waxer
3.0.5.3 Adhere using spray mount
3.0.5.4 Laminate with dry mount press

UNIT 4: Business Forms

COMPETENCY 4.0.1: Prepare paperwork and files

COMPETENCY BUILDERS:

4.0.1.1 Prepare and schedule work orders
4.0.1.2 Fill out time cards
4.0.1.3 Maintain complete job and reference files
4.0.1.4 Process release forms*

* Advancing
** Futuring

COMPETENCY 4.0.2: Purchase equipment, supplies, and outside services

COMPETENCY BUILDERS:

4.0.2.1 Maintain inventory
4.0.2.2 Investigate equipment and supply cost
4.0.2.3 Investigate current copyright and usage laws
4.0.2.4 Handle legal considerations and contract negotiations*
4.0.2.5 Purchase outside services*

UNIT 5: Basic Drawing Skills

COMPETENCY 5.0.1: Complete life drawings

COMPETENCY BUILDERS:

5.0.1.1 Sketch gesture and contour memory drawing using various media
5.0.1.2 Draw human skeletal figure
5.0.1.3 Draw human muscular structure
5.0.1.4 Draw foreshortened figure
5.0.1.5 Draw hands and feet
5.0.1.6 Draw head and facial figure
5.0.1.7 Draw children
5.0.1.8 Enhance human figures for commercial appeal

COMPETENCY 5.0.2: Complete perspective drawings

COMPETENCY BUILDERS:

5.0.2.1 Complete one-, two-, and three-point perspective drawings
5.0.2.2 Draw in measuring point perspective
5.0.2.3 Complete an orthographic drawing
5.0.2.4 Complete a plan projection and/or isometric drawing
5.0.2.5 Complete drawings based on cubes, cones, cylinders, and spheres

COMPETENCY 5.0.3: Complete product drawings

COMPETENCY BUILDERS:

5.0.3.1 Design a composition
5.0.3.2 Complete still-life drawings

* Advancing
** Futuring

UNIT 6: Media Exposure

COMPETENCY 6.0.1: Execute rendering techniques

COMPETENCY BUILDERS:

6.0.1.1 Establish light source
6.0.1.2 Do a line drawing
6.0.1.3 Render continuous tone
6.0.1.4 Render in six-step value scale
6.0.1.5 Prepare transfer sheet
6.0.1.6 Transfer drawing to correct paper stock

COMPETENCY 6.0.2: Utilize various media

COMPETENCY BUILDERS:

6.0.2.1 Render in pencil
6.0.2.2 Render in charcoal or pastel
6.0.2.3 Render in colored pencils
6.0.2.4 Render in felt-tipped markers
6.0.2.5 Render in transparent painting techniques
6.0.2.6 Render in opaque painting techniques
6.0.2.7 Render in pen and ink techniques (i.e., line and shading)
6.0.2.8 Render with air brush
6.0.2.9 Create with mixed media (i.e., collage)
6.0.2.10 Create with nontraditional media*

UNIT 7: Design

COMPETENCY 7.0.1: Compose with shape and form

COMPETENCY BUILDERS:

7.0.1.1 Design a composition using positive and negative space
7.0.1.2 Design a composition using dominance, subdominance, and subordinates
7.0.1.3 Design a composition using letter forms

COMPETENCY 7.0.2: Compose a color study

COMPETENCY BUILDERS:

7.0.2.1 Compose a value study
7.0.2.2 Compose a texture study
7.0.2.3 Compose a triad with a color wheel
7.0.2.4 Compose a design in full contrast*
7.0.2.5 Compose a continuous tone design in high key*
7.0.2.6 Compose a continuous tone design in low key*

* Advancing
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UNIT 8: Hand Lettering

COMPETENCY 8.0.1: Apply hand lettering for roughs/comps

COMPETENCY BUILDERS:

8.0.1.1 Indicate headlines and body copy using pencil and/or marker
8.0.1.2 Render letter forms using pen and ink
8.0.1.3 Apply dry transfer type
8.0.1.4 Render letter forms using mixed media*

COMPETENCY 8.0.2: Apply brush letterings and sign painting

COMPETENCY BUILDERS:

8.0.2.1 Draw letter forms with stencils
8.0.2.2 Render one stroke letterforms
8.0.2.3 Render double letter fill in letterforms
8.0.2.4 Render cursive letterforms
8.0.2.5 Render italic letterforms
8.0.2.6 Render serif letterforms
8.0.2.7 Compose sign and/or showcase
8.0.2.8 Apply vinyl letters

UNIT 9: Layouts

COMPETENCY 9.0.1: Research the job

COMPETENCY BUILDERS:

9.0.1.1 Analyze message (content, purpose, audience, location of the reader)
9.0.1.2 Consider cost, quantity, and quality
9.0.1.3 Analyze layout elements and design requirements

COMPETENCY 9.0.2: Draw in size ratio using the proportional scale

COMPETENCY BUILDERS:

9.0.2.1 Scale photo or art for enlargement or reduction using proportional wheel for reproduction
9.0.2.2 Measure and figure enlargement or reduction of photo and art using ratio and proportion for reproduction

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COMPETENCY 9.0.3: Draw thumbnail sketches

COMPETENCY BUILDERS:

9.0.3.1 Visualize proposed product/idea in several small proportional sketches
9.0.3.2 Sketch elements of the layout

COMPETENCY 9.0.4: Draw a rough

COMPETENCY BUILDERS:

9.0.4.1 Refine thumbnail sketches of actual size drawing
9.0.4.2 Arrange all elements of layout
9.0.4.3 Apply color indication

COMPETENCY 9.0.5: Prepare a comprehensive

COMPETENCY BUILDERS:

9.0.5.1 Prepare paper for placement of layout elements
9.0.5.2 Select size and kind of type
9.0.5.3 Enlarge or reduce art with camera lucy, photocopier, or stat camera
9.0.5.4 Determine color and size of paper
9.0.5.5 Select color of ink to be used
9.0.5.6 Determine number of copies to be printed

COMPETENCY 9.0.6: Produce a mock-up/dummy

COMPETENCY BUILDERS:

9.0.6.1 Select existing product to determine folds
9.0.6.2 Make rough sketch of flat shape in scale
9.0.6.3 Select paper stock of similar weight and color of intended design
9.0.6.4 Cut out form and score folds
9.0.6.5 Prepare multiple page layout of printed product
9.0.6.6 Select size and kind of type
9.0.6.7 Determine color and size of paper
9.0.6.8 Select color of ink to be used

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UNIT 10: Production

COMPETENCY 10.0.1: Select appropriate type style

COMPETENCY BUILDERS:

10.0.1.1 Analyze requirements of job
10.0.1.2 Select and order typeface
10.0.1.3 Select and order type size, leading, and width
10.0.1.4 Fit copy for proper size

COMPETENCY 10.0.2: Measure with pica scale

COMPETENCY BUILDERS:

10.0.2.1 Measure line lengths in points and picas
10.0.2.2 Measure type heights in points
10.0.2.3 Add, subtract, multiply, and divide points and picas

COMPETENCY 10.0.3: Spec type

COMPETENCY BUILDERS:

10.0.3.1 Determine number of characters in manuscript
10.0.3.2 Select style and size of type and determine number of characters per pica
10.0.3.3 Select copy block width for layout
10.0.3.4 Determine number of lines needed
10.0.3.5 Determine depth the manuscript requires
10.0.3.6 Determine number of pages manuscript requires
10.0.3.7 Determine copy needed to fit a known space
10.0.3.8 Determine depth of copy using type gauge

COMPETENCY 10.0.4: Proof copy using proofreader's marks

COMPETENCY BUILDERS:

10.0.4.1 Prepare manuscript with correct proofreader's marks
10.0.4.2 Proofread type galley and mark corrections or changes

COMPETENCY 10.0.5: Set type

COMPETENCY BUILDERS:

10.0.5.1 Set type using alternatives methods
10.0.5.2 Set type on computer

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COMPETENCY 10.0.6: Calculate percent of enlargement or reduction with proportional scale

COMPETENCY BUILDERS:

10.0.6.1 Determine original size of art width or length and locate it on wheel of the scale
10.0.6.2 Find desired size on wheel of the scale
10.0.6.3 Align two measures and determine percentage or number of times of enlargement or reduction
10.0.6.4 Indicate percentage on photo or art

COMPETENCY 10.0.7: Operate and maintain stat camera

COMPETENCY BUILDERS:

10.0.7.1 Mix chemical for processor
10.0.7.2 Place copy on print board
10.0.7.3 Set correct F-stop
10.0.7.4 Calculate enlargement and/or reduction; set and make adjustment
10.0.7.5 Prepare a test strip
10.0.7.6 Make a line chart
10.0.7.7 Shoot a halftone
10.0.7.8 Shoot photo as conversion art

COMPETENCY 10.0.8: Prepare photos for reproduction

COMPETENCY BUILDERS:

10.0.8.1 Mount photo on appropriate board
10.0.8.2 Apply tissue and flap
10.0.8.3 Indicate proper instructions for printing

COMPETENCY 10.0.9: Prepare mechanical with appropriate overlays

COMPETENCY BUILDERS:

10.0.9.1 Interpret layout
10.0.9.2 Locate position of elements
10.0.9.3 Paste up and align on board
10.0.9.4 Size and key separate art elements
10.0.9.5 Execute overlays for proper colors and/or screens

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COMPETENCY 10.0.10: Prepare instructional overlay sheet for printing

COMPETENCY BUILDERS:

10.0.10.1 Tape tissue over mechanical base board
10.0.10.2 Write and indicate appropriate instructions to printer
10.0.10.3 Cut and tape flap to mechanical base board
10.0.10.4 Proof final art

COMPETENCY 10.0.11: Select paper stock and ink for reproduction

COMPETENCY BUILDERS:

10.0.11.1 Identify grade classification
10.0.11.2 Determine basic size
10.0.11.3 Determine basic size weights
10.0.11.4 Design application
10.0.11.5 Refer to color identification chart
10.0.11.6 Calculate folds, scoring, and perforation

COMPETENCY 10.0.12: Differentiate between printing processes

COMPETENCY BUILDERS:

10.0.12.1 Assess single- and multi-color printing processes
10.0.12.2 Assess four-color process offset printing
10.0.12.3 Assess roto-gravure printing
10.0.12.4 Differentiate between sheet fed and web printing

UNIT 11: Computer Art

COMPETENCY 11.0.1: Perform basic operational procedures

COMPETENCY BUILDERS:

11.0.1.1 Review start-up and shut-down procedure
11.0.1.2 Format disk
11.0.1.3 Copy files
11.0.1.4 Load programs
11.0.1.5 Organize file management

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COMPETENCY 11.0.2: Produce a color separated page

COMPETENCY BUILDERS:

11.0.2.1 Enter and edit text or document using word processing software
11.0.2.2 Format text on document for printing using word processing software
11.0.2.3 Format page design using desktop publishing software
11.0.2.4 Add graphic elements using desktop publishing software
11.0.2.5 Scan text and image
11.0.2.6 Create computer graphics

UNIT 12: Screen Printing

COMPETENCY 12.0.1: Design an image for screen print

COMPETENCY BUILDERS:

12.0.1.1 Analyze subject of print
12.0.1.2 Prepare a color comprehension of composition

COMPETENCY 12.0.2: Stretch a screen

COMPETENCY BUILDERS:

12.0.2.1 Cut silk 2" wider than frame on all sides
12.0.2.2 Wash silk in warm water
12.0.2.3 Attach silk to frame using the staple or tile-stretch cord method
12.0.2.4 Trim off excess silk
12.0.2.5 Cover staples or tile-stretch cord with gummed tape
12.0.2.6 Paint a coat of lacquer over gummed tape

COMPETENCY 12.0.3: Prepare a screen

COMPETENCY BUILDERS:

12.0.3.1 Remove any ink residue from silk with appropriate solvent
12.0.3.2 Scrub silk with microgrit
12.0.3.3 Wash screen with decreasing agent or dish soap
12.0.3.4 Follow all safety procedures where working with ink and solvents

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COMPETENCY 12.0.4: Mask a screen for printing

COMPETENCY BUILDERS:

12.0.4.1 Tape form inside edges of screen frame
12.0.4.2 Prepare shim between frame and printing bed or receiving surface

COMPETENCY 12.0.5: Produce print with paper stencil screen

COMPETENCY BUILDERS:

12.0.5.1 Cut a piece of stencil paper the same size as the outside dimension of screen frame
12.0.5.2 Trace design and cut out
12.0.5.3 Cut stock to size and place sheet on printing bed
12.0.5.4 Set up registration guides
12.0.5.5 Place original design on board
12.0.5.6 Place paper stencil on top of original and lower screen frame
12.0.5.7 Ink screen to attach stencil
12.0.5.8 Remove original art
12.0.5.9 Print desired number of copies
12.0.5.10 Clean screen

COMPETENCY 12.0.6: Produce a print with lacquer or water soluble cut film screen

COMPETENCY BUILDERS:

12.0.6.1 Cut film 2" larger on all sides through original design
12.0.6.2 Place film over original art with emulsion side lip
12.0.6.3 Cut out design and remove area to be printed
12.0.6.4 Adhere film to screen, allow to dry, remove mylar backing
12.0.6.5 Wash nonimage areas
12.0.6.6 Set up guides
12.0.6.7 Run prints

* Advancing
** Futuring

COMPETENCY 12.0.7: Produce a print with direct or indirect photographic screen

COMPETENCY BUILDERS:

12.0.7.1 Prepare positive image of design on transparent carrier
12.0.7.2 Cut film or coat screen with light sensitive emulsion
12.0.7.3 Expose film on screen to timed light source
12.0.7.4 Develop film and wash out image areas exposed to light (If the indirect photo film is used, it is burned, developed, and adhered to screen. After drying the mylar acetate is removed)
12.0.7.5 Wash nonimage areas
12.0.7.6 Set up guides
12.0.7.7 Run prints
12.0.7.8 Clean screen

COMPETENCY 12.0.8: Produce a multicolor screen print

COMPETENCY BUILDERS:

12.0.8.1 Prepare a separate stencil for each color using registration
12.0.8.2 Print an impression on the medium
12.0.8.3 Dry impression
12.0.8.4 Print additional colors
12.0.8.5 Clean screen following all safety precautions

UNIT 13: Specialized Functions

COMPETENCY 13.0.1: Render a fashion figure

COMPETENCY BUILDERS:

13.0.1.1 Select pose
13.0.1.2 Sketch human figure in an elongated form
13.0.1.3 Transfer to appropriate board for media
13.0.1.4 Render cloth textures and folds as line art or continuous tone art suitable for reproduction

COMPETENCY 13.0.2: Render a hard-good for retail illustration

COMPETENCY BUILDERS:

13.0.2.1 Draw hard-good
13.0.2.2 Transfer to appropriate board for selected media
13.0.2.3 Render hard-good as line-art or continuous tone art in appropriate techniques for reproduction

* Advancing
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COMPETENCY 13.0.3: Render a soft-good for retail illustration

COMPETENCY BUILDERS:

13.0.3.1 Select and draw objects
13.0.3.2 Transfer drawing to appropriate board
13.0.3.3 Use appropriate techniques for reproduction

COMPETENCY 13.0.4: Design a point-of-purchase display

COMPETENCY BUILDERS:

13.0.4.1 Analyze client need(s), subject matter, placement, and format or style
13.0.4.2 Prepare rough layout
13.0.4.3 Prepare color comprehensive
13.0.4.4 Prepare model*

COMPETENCY 13.0.5: Draw and render technical illustration

COMPETENCY BUILDERS:

13.0.5.1 Research subject matter
13.0.5.2 Analyze job specifications
13.0.5.3 Complete rough sketch
13.0.5.4 Transfer to appropriate surface
13.0.5.5 Render using appropriate medium

COMPETENCY 13.0.6: Render a medical illustration*

COMPETENCY BUILDERS:

13.0.6.1 Research job*
13.0.6.2 Gather materials*
13.0.6.3 Produce rough*
13.0.6.4 Render color comprehensive*

COMPETENCY 13.0.7: Produce package design*

COMPETENCY BUILDERS:

13.0.7.1 Analyze the elements and/or requirements of the product*
13.0.7.2 Develop project from rough to comprehensive*
13.0.7.3 Gather supplies and select media*
13.0.7.4 Cut out form and secure folds to produce mockup*
13.0.7.5 Photograph for portfolio*

* Advancing
** Futuring

COMPETENCY 13.0.8: Prepare storyboard*

COMPETENCY BUILDERS:

13.0.8.1 Analyze manuscript*
13.0.8.2 Illustrate series of "still" separate images in individual frames which represent sequence for commercial or film*
13.0.8.3 Render in color markers*
13.0.8.4 Type or hand-letter "gags" or copy*
13.0.8.5 Make presentation to client*

COMPETENCY 13.0.9: Produce backdrop*

COMPETENCY BUILDERS:

13.0.9.1 Sketch rough and/or comps*
13.0.9.2 Determine materials and media needed*
13.0.9.3 Build a scale model of backdrop*

COMPETENCY 13.0.10: Prepare corporate logo*

COMPETENCY BUILDERS:

13.0.10.1 Select and/or design a logo or trademark for client(s)*
13.0.10.2 Design letterhead with trademark*
13.0.10.3 Design business card*
13.0.10.4 Design invoice(s)*
13.0.10.5 Design billing form*
13.0.10.6 Design envelope*
13.0.10.7 Design signage of company vehicles*
13.0.10.8 Prepare corporate identity package(s)*
13.0.10.9 Design cover(s) for annual report(s)*

COMPETENCY 13.0.11: Design signage displays*

COMPETENCY BUILDERS:

13.0.11.1 Research job*
13.0.11.2 Gather materials*
13.0.11.3 Gather signage specifications*
13.0.11.4 Render thumbnail sketches*
13.0.11.5 Render selected thumbnails in scale*
13.0.11.6 Render color comprehensive*
13.0.11.7 Mount for presentation*

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UNIT 14: Photography

COMPETENCY 14.0.1: Load and unload film in camera

COMPETENCY BUILDERS:

14.0.1.1 Gather materials and equipment
14.0.1.2 Open back of camera
14.0.1.3 Drop film canister into film well
14.0.1.4 Pull leader to advancing wheel and insert into slot
14.0.1.5 Depress shutter release and wind advancing arm
14.0.1.6 Close camera back
14.0.1.7 Depress shutter release and wind advancing arm until film has advanced to first frame
14.0.1.8 Depress film release button on bottom of camera when film is exposed
14.0.1.9 Flip rewind arm into position and rewind film into film canister
14.0.1.10 Remove film canister from camera

COMPETENCY 14.0.2: Adjust settings for correct exposure

COMPETENCY BUILDERS:

14.0.2.1 Turn on camera light meter
14.0.2.2 Follow manufacturer's recommendation for correct exposure
14.0.2.3 Mount camera on tripod

COMPETENCY 14.0.3: Take picture to a tight layout

COMPETENCY BUILDERS:

14.0.3.1 Gather materials and equipment
14.0.3.2 Select subject matter
14.0.3.3 Style and arrange subject matter according to layout
14.0.3.4 Use diffused light source
14.0.3.5 Choose and mount lens for desired composition (i.e., wide angle, telephoto, etc.)
14.0.3.6 Compose desired image through viewfinder
14.0.3.7 Read light meter
14.0.3.8 Adjust F-stops and shutter speeds for correct exposure
14.0.3.9 Focus
14.0.3.10 Press shutter release button
14.0.3.11 Advance to next frame with advancing arm

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COMPETENCY 14.0.4: Mix chemicals for film developing

COMPETENCY BUILDERS:

14.0.4.1 Assemble equipment and chemistry
14.0.4.2 Put on safety apparel
14.0.4.3 Follow manufacturer's directions for film developing chemistry
14.0.4.4 Mix chemicals for developing film and store in proper containers
14.0.4.5 Mix chemicals for developing prints and store in proper containers
14.0.4.6 Mix chemicals for shop bath and store in proper containers
14.0.4.7 Mix chemicals for fixer and store in proper containers
14.0.4.8 Clean work area

COMPETENCY 14.0.5: Develop black and white film

COMPETENCY BUILDERS:

14.0.5.1 Remove film from container in a totally dark room
14.0.5.2 Rip off leader
14.0.5.3 Wind film on film wheel
14.0.5.4 Rip tape from film and place wheel in light tight tank and replace lid on tank
14.0.5.5 Turn on safety lights
14.0.5.6 Follow manufacturer's directions to complete developing process

COMPETENCY 14.0.6: Develop a contact print

COMPETENCY BUILDERS:

14.0.6.1 Assemble print developing chemistry in proper trays
14.0.6.2 Work under safety lights only
14.0.6.3 Expose test strip for developing time reference
14.0.6.4 Adjust enlarger for proper exposure over contact printer
14.0.6.5 Stop down enlarger for proper exposure
14.0.6.6 Place photo paper on contact printer emulsion side up
14.0.6.7 Place negatives cut in strips, emulsions side down on photo paper
14.0.6.8 Close contact printer
14.0.6.9 Expose negative
14.0.6.10 Develop print through developer, stop bath, fixer and wash chemistry using manufacturer's recommended procedure

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COMPETENCY 14.0.7: Enlarge print(s)

COMPETENCY BUILDERS:

14.0.7.1 Select best image to print from contact sheet
14.0.7.2 Gather material and equipment
14.0.7.3 Place negative in negative carrier in photo enlarger
14.0.7.4 Adjust enlarger to desired size projected on photo easel
14.0.7.5 Crop according to layout so that undesired area is off photo paper
14.0.7.6 Focus enlarger
14.0.7.7 Turn off enlarger and place photo paper on easel
14.0.7.8 Expose according to test strip reference
14.0.7.9 Develop print

COMPETENCY 14.0.8: Make a color copy slide*

COMPETENCY BUILDERS:

14.0.8.1 Gather materials and equipment*
14.0.8.2 Set up artwork for flat copy*
14.0.8.3 Adjust lighting*
14.0.8.4 Set up camera*
14.0.8.5 Take photograph*
14.0.8.6 Have film processed*

UNIT 15: Self-Marketing

COMPETENCY 15.0.1: Assemble and maintain general portfolio

COMPETENCY BUILDERS:

15.0.1.1 Select choice representatives of skill (10-15 pieces)
15.0.1.2 Design and neatly arrange a portfolio
15.0.1.3 Select appropriate portfolio size
15.0.1.4 Mount work in acetate-overlay portfolio pages or on consistently sized, acetate-wrapped boards
15.0.1.5 Assemble work in commercial portfolio case or book
15.0.1.6 Make a portfolio presentation for critique to industry representatives annually

COMPETENCY 15.0.2: Prepare a resumé

COMPETENCY BUILDERS:

15.0.2.1 Gather information
15.0.2.2 Design resumé
15.0.2.3 Reproduce 20 copies

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COMPETENCY 15.0.3: Prepare a qualifications brief

COMPETENCY BUILDERS:

15.0.3.1 Write copy of skills needed, demonstrated, and/or gained on various jobs
15.0.3.2 Assemble in brief format
15.0.3.3 Reproduce two professionally prepared copies

COMPETENCY 15.0.4: Prepare cover letter

COMPETENCY BUILDERS:

15.0.4.1 Research job/company for background information
15.0.4.2 Gather materials
15.0.4.3 Write letter
15.0.4.4 Proof letter
15.0.4.5 Type letter

COMPETENCY 15.0.5: Participate in mock interview

COMPETENCY BUILDERS:

15.0.5.1 Research job/company
15.0.5.2 Dress appropriately
15.0.5.3 Present portfolio pieces
15.0.5.4 Present résumé and discuss qualifications
15.0.5.5 Display professional attitude

COMPETENCY 15.0.6: Research employment opportunities

COMPETENCY BUILDERS:

15.0.6.1 Use yellow pages and consult advertising representatives
15.0.6.2 Research daily and weekly local newspapers
15.0.6.3 Research major daily newspapers
15.0.6.4 Research regional advertising through commercial art trade journals and professional associations
15.0.6.5 Research potential employers via library reference materials

UNIT 16: Employability Skills

SUBUNIT 16.1: Career Development

COMPETENCY 16.1.1: Investigate career options

COMPETENCY BUILDERS:

16.1.1.1 Determine interests and aptitudes
16.1.1.2 Identify career options
16.1.1.3 Research occupations matching interests and aptitudes
16.1.1.4 Select career(s) that best match(es) interests and aptitudes
16.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
16.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
16.1.1.7 Develop a career plan

COMPETENCY 16.1.2: Analyze potential barriers to employment

COMPETENCY BUILDERS:

16.1.2.1 Identify common barriers to employment
16.1.2.2 Develop strategies to overcome employment barriers

UNIT 16: Employability Skills

SUBUNIT 16.2: Decision Making and Problem Solving

COMPETENCY 16.2.1: Apply decision-making techniques in the workplace

COMPETENCY BUILDERS:

16.2.1.1 Identify the decision to be made
16.2.1.2 Compare alternatives
16.2.1.3 Determine consequences of each alternative
16.2.1.4 Make decisions based on values and goals
16.2.1.5 Evaluate the decision made

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COMPETENCY 16.2.2: Apply problem-solving techniques in the workplace

COMPETENCY BUILDERS:

16.2.2.1 Diagnose the problem and its causes
16.2.2.2 Identify alternatives and their consequences in relation to the problem
16.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
16.2.2.4 Utilize resources to explore possible solutions to the problem
16.2.2.5 Compare and contrast the advantages and disadvantages of each solution
16.2.2.6 Determine appropriate action
16.2.2.7 Evaluate results

UNIT 16: Employability Skills

SUBUNIT 16.3: Work Ethic

COMPETENCY 16.3.1: Evaluate the relationship of self-esteem to work ethic

COMPETENCY BUILDERS:

16.3.1.1 Identify special characteristics and abilities in self and others
16.3.1.2 Identify internal and external factors that affect self-esteem

COMPETENCY 16.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

COMPETENCY BUILDERS:

16.3.2.1 Distinguish between values and goals
16.3.2.2 Determine the importance of values and goals
16.3.2.3 Evaluate how values affect goals
16.3.2.4 Identify short-term and long-term goals
16.3.2.5 Prioritize personal goals
16.3.2.6 Describe how personal values are reflected in work ethic
16.3.2.7 Describe how interactions in the workplace affect personal work ethic
16.3.2.8 Examine how life changes affect personal work ethic

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COMPETENCY 16.3.3: Demonstrate work ethic

COMPETENCY BUILDERS:

16.3.3.1 Examine factors that influence work ethic
16.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

UNIT 16: Employability Skills

SUBUNIT 16.4: Job-Seeking Skills

COMPETENCY 16.4.1: Prepare for employment

COMPETENCY BUILDERS:

16.4.1.1 Identify traditional and nontraditional employment sources
16.4.1.2 Utilize employment sources
16.4.1.3 Research job opportunities, including nontraditional careers
16.4.1.4 Interpret equal employment opportunity laws
16.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
16.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

COMPETENCY 16.4.2: Design a résumé

COMPETENCY BUILDERS:

16.4.2.1 Identify personal strengths and weaknesses
16.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
16.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
16.4.2.4 Complete résumé using various formats
16.4.2.5 Secure references

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COMPETENCY 16.4.3: Complete and process job application forms

COMPETENCY BUILDERS:

16.4.3.1 Explain the importance of an application form
16.4.3.2 Identify ways to obtain job application forms
16.4.3.3 Describe methods for handling illegal questions on job application forms
16.4.3.4 Demonstrate legible written communications skills using correct grammar, spelling, and concise wording
16.4.3.5 Return application to proper person, request interview, and follow up

COMPETENCY 16.4.4: Demonstrate interviewing skills

COMPETENCY BUILDERS

16.4.4.1 Investigate interview environment and procedures
16.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
16.4.4.3 Demonstrate question and answer techniques
16.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

COMPETENCY 16.4.5: Secure employment

COMPETENCY BUILDERS:

16.4.5.1 Identify present and future employment opportunities within an occupation/organization
16.4.5.2 Research the organization/company
16.4.5.3 Use follow-up techniques to enhance employment potential
16.4.5.4 Compare and evaluate job offers

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UNIT 16: Employability Skills

SUBUNIT 16.5: Job Retention Skills

COMPETENCY 16.5.1: Analyze the organizational structure of the workplace

COMPETENCY BUILDERS:

16.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
16.5.1.2 Be aware of and obey all company policies and procedures
16.5.1.3 Examine the role/relationship between employee and employer
16.5.1.4 Recognize opportunities for advancement and reasons for termination

COMPETENCY 16.5.2: Maintain positive relations with others

COMPETENCY BUILDERS:

16.5.2.1 Exhibit appropriate work habits and attitude
16.5.2.2 Identify behaviors to establish successful working relationships
16.5.2.3 Cooperate and compromise through teamwork and group participation
16.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

UNIT 16: Employability Skills

SUBUNIT 16.6: Job Advancement

COMPETENCY 16.6.1: Analyze opportunities for personal and career growth

COMPETENCY BUILDERS:

16.6.1.1 Determine opportunities within an occupation/organization
16.6.1.2 Compare and contrast other opportunities
16.6.1.3 List benefits of job advancement
16.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

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COMPETENCY 16.6.2: Exhibit characteristics needed for advancement

COMPETENCY BUILDERS:

16.6.2.1 Display a positive attitude
16.6.2.2 Demonstrate knowledge of a position
16.6.2.3 Perform quality work
16.6.2.4 Adapt to changing situations and technology
16.6.2.5 Demonstrate capability for different positions
16.6.2.6 Participate in continuing education/training programs
16.6.2.7 Respect, accept, and work with ALL individuals in the workplace

UNIT 16: Employability Skills

SUBUNIT 16.7: Technology in the Workplace

COMPETENCY 16.7.1: Assess the impact of technology in the workplace

COMPETENCY BUILDERS:

16.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
16.7.1.2 Investigate the use of technology in the workplace
16.7.1.3 Analyze how present skills can be applied to learning new technologies

COMPETENCY 16.7.2: Use a variety of technological applications

COMPETENCY BUILDERS:

16.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
16.7.2.2 Use technology to accomplish assigned tasks
16.7.2.3 Create solutions to problems using technical means

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UNIT 16: Employability Skills

SUBUNIT 16.8: Lifelong Learning

COMPETENCY 16.8.1: Apply lifelong learning to individual situations

COMPETENCY BUILDERS:

16.8.1.1 Define lifelong learning
16.8.1.2 Identify factors that cause the need for lifelong learning

COMPETENCY 16.8.2: Adapt to change

COMPETENCY BUILDERS:

16.8.2.1 Analyze the effects of change
16.8.2.2 Identify reasons why goals change
16.8.2.3 Describe the importance of flexibility when reevaluating goals
16.8.2.4 Evaluate the need for continuing education/training

UNIT 16: Employability Skills

SUBUNIT 16.9: Economic Education

COMPETENCY 16.9.1: Analyze global enterprise systems

COMPETENCY BUILDERS:

16.9.1.1 Identify characteristics of various enterprise systems
16.9.1.2 Examine the relationship between competition, risk, and profit
16.9.1.3 Illustrate how supply and demand influence price

COMPETENCY 16.9.2: Evaluate personal money management

COMPETENCY BUILDERS:

16.9.2.1 Describe the need for personal management records
16.9.2.2 Identify methods of taxation
16.9.2.3 Analyze how credit affects financial security
16.9.2.4 Compare types and methods of investments
16.9.2.5 Prepare a personal budget
16.9.2.6 Be an informed and responsible consumer
16.9.2.7 Analyze the effects of advertising on the consumer

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UNIT 16: Employability Skills

SUBUNIT 16.10: Balancing Work and Family

COMPETENCY 16.10.1: Analyze the effects of family on work

COMPETENCY BUILDERS:

16.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
16.10.1.2 Identify present and future family structures and responsibilities
16.10.1.3 Describe personal and family roles
16.10.1.4 Analyze concerns of working parent(s)
16.10.1.5 Examine how family responsibilities can conflict with work
16.10.1.6 Resolve family-related conflicts
16.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

COMPETENCY 16.10.2: Analyze the effects of work on family

COMPETENCY BUILDERS:

16.10.2.1 Identify responsibilities associated with paid and nonpaid work
16.10.2.2 Compare the advantages and disadvantages of multiple incomes
16.10.2.3 Examine how work can conflict with family responsibilities
16.10.2.4 Describe how work-related stress can affect families
16.10.2.5 Identify family support systems and resources

UNIT 16: Employability Skills

SUBUNIT 16.11: Citizenship in the Workplace

COMPETENCY 16.11.1: Exercise the rights and responsibilities of citizenship in the workplace

COMPETENCY BUILDERS:

16.11.1.1 Identify the basic rights and responsibilities of citizenship
16.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

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COMPETENCY 16.11.2: Cooperate with others in the workplace

COMPETENCY BUILDERS:

16.11.2.1 Identify situations in which compromise is necessary
16.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
16.11.2.3 Demonstrate initiative to facilitate cooperation
16.11.2.4 Give and receive constructive criticism to enhance cooperation

UNIT 16: Employability Skills

SUBUNIT 16.12: Leadership

COMPETENCY 16.12.1: Evaluate leadership styles appropriate for the workplace

COMPETENCY BUILDERS:

16.12.1.1 Identify characteristics of effective leaders
16.12.1.2 Compare leadership styles
16.12.1.3 Demonstrate effective delegation skills
16.12.1.4 Identify opportunities to lead in the workplace

COMPETENCY 16.12.2: Demonstrate effective teamwork skills

COMPETENCY BUILDERS:

16.12.2.1 Identify the responsibilities of a valuable group member
16.12.2.2 Exhibit open-mindedness
16.12.2.3 Identify methods of involving each member of a team
16.12.2.4 Contribute to the efficiency and success of a group
16.12.2.5 Determine ways to motivate others

COMPETENCY 16.12.3: Utilize effective communication skills

COMPETENCY BUILDERS:

16.12.3.1 Demonstrate the importance of listening
16.12.3.2 Demonstrate assertive communication
16.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
16.12.3.4 Analyze written material
16.12.3.5 Prepare written material
16.12.3.6 Give and receive feedback
16.12.3.7 Articulate thoughts
16.12.3.8 Use appropriate language

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UNIT 16: Employability Skills

SUBUNIT 16.13: Entrepreneurship

COMPETENCY 16.13.1: Evaluate the role of small business in the economy

COMPETENCY BUILDERS:

16.13.1.1 Identify the benefits of small business to a community
16.13.1.2 Analyze opportunities for small business in a community

COMPETENCY 16.13.2: Examine considerations of starting a business

COMPETENCY BUILDERS:

16.13.2.1 Research a business idea
16.13.2.2 Compare various ways to become a small business owner
16.13.2.3 Investigate factors to consider in financing a new business
16.13.2.4 Evaluate entrepreneurship as a career option

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